

## **Balanced Literacy Instruction**

**Forest Ridge School District 142, Institute Day**

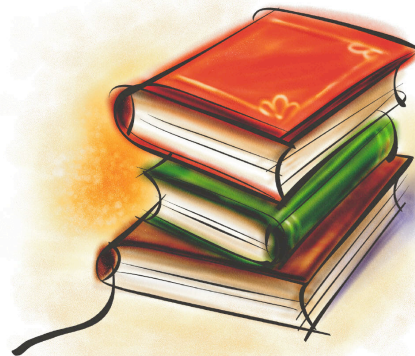
**Dr. Sophie C. Degener**

**February 2, 2010**

## **What Is the Optimal Learning Model?**

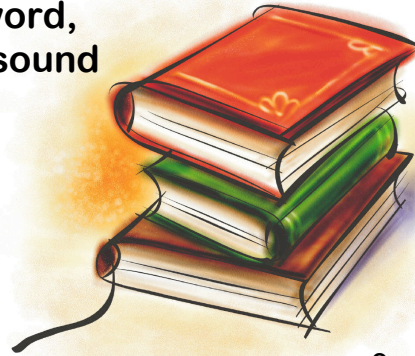
- Teacher demonstration
- Shared demonstration
- Guided practice
- Independent practice

**(Routman, 2002; 2008)**



## Example of Optimal Learning Model in a 1<sup>st</sup> Grade Class

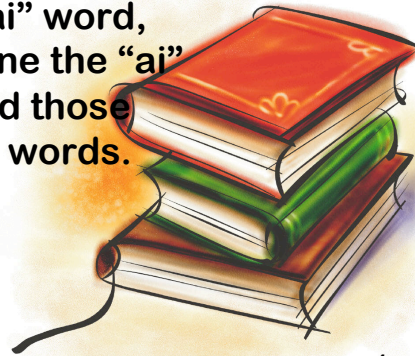
- **Step 1:** Teacher writes “ai” on the board and tells students that it makes the long a sound. She reads a poem with multiple “ai” words in it and underlines each word, emphasizing the long a sound in each.



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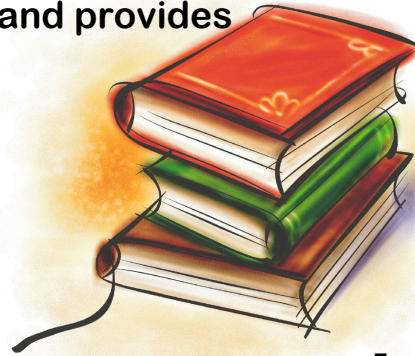
- **Step 2:** Teacher reads aloud from another poem with lots of “ai” words while students follow along. She asks students to stop her whenever they see an “ai” word, asks students to underline the “ai” words, and then they add those words to their list of “ai” words.



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- **Step 3: In small groups, students read materials at their level, which may include words with the “ai” pattern. The teacher listens to students read and provides support as necessary.**

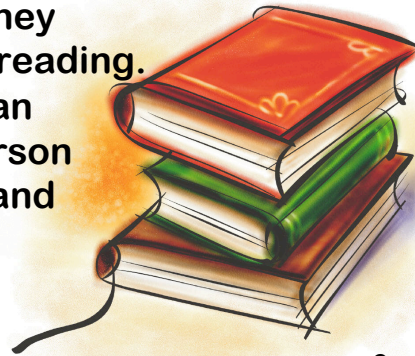


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- **Step 4: Students read books at their independent reading level and are encouraged to remember how to decode words with “ai” should they encounter them in their reading.**

**The teacher is seen as an “as needed” support person who helps students set and meet reading goals.**

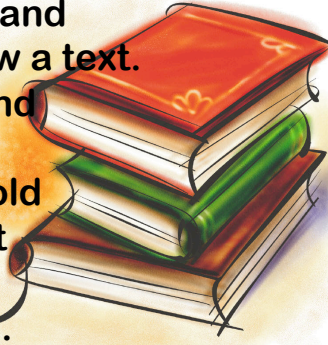


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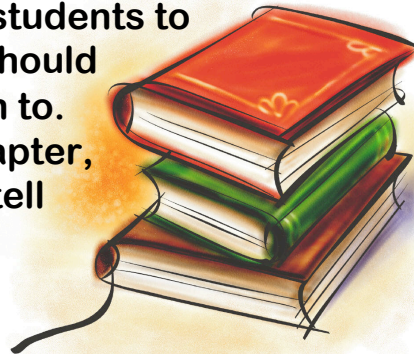
## Example of Optimal Learning Model in a 6<sup>th</sup> Grade Class

- **Step 1:** Teacher introduces the term “preview” as an important strategy when reading non-fiction books. He gets out a book entitled “Sedimentary Rock” and demonstrates how to preview a text. He points out the headings and subheadings, the photos and captions, and the words in bold throughout. He explains what he thinks the chapter will be about based on what he sees.



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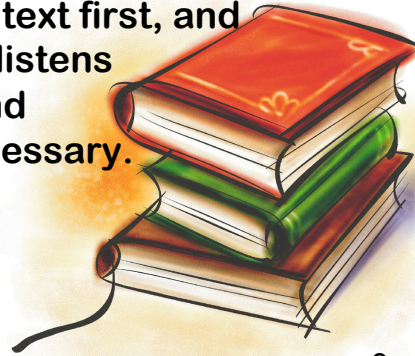
- **Step 2:** The teacher opens the book to another chapter, displaying it to the students, and again begins to preview the text. On each page, he asks the students to tell him what words he should be paying most attention to. After previewing the chapter, he asks the students to tell him what they think this chapter will be about.



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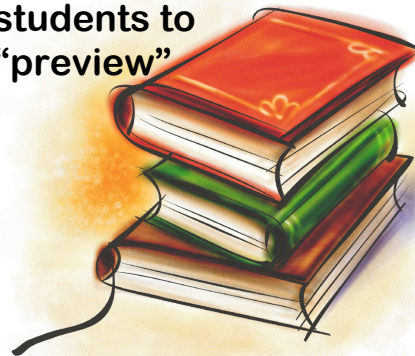
- **Step 3:** In small homogeneous groups, students read non-fiction texts at their instructional level. The teachers asks them to practice previewing the text first, and then begin reading. He listens to each student read, and provides support as necessary.



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- **Step 4:** During independent reading, the teacher provides multiple non-fiction texts (possibly, but not necessarily, on the topic of rocks and minerals) for students to continue practicing the “preview” strategy.

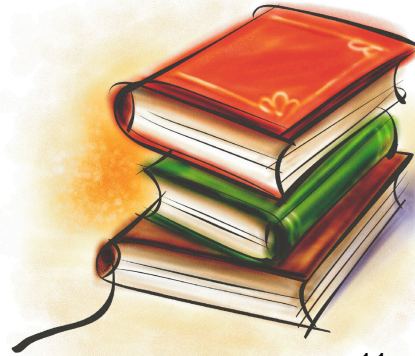


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## Other Ideas from the Optimal Learning Model

- Gradual Release of Responsibility
- Who's holding the book/pen?

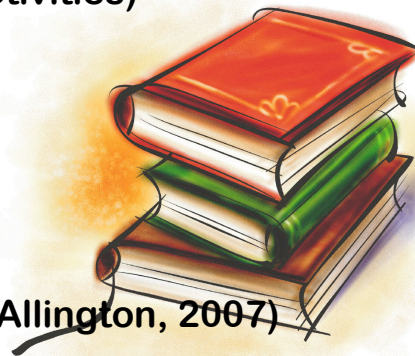


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## What Are the Components of a Balanced Literacy Program?

- Shared reading
- Guided reading
- (Independent literacy activities)
- Independent reading
- Word work
- Writing
- Read aloud

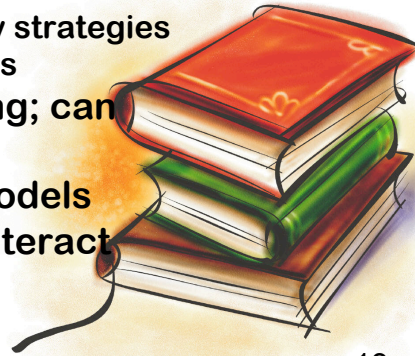


(Based on Cunningham & Allington, 2007)

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## Shared Reading

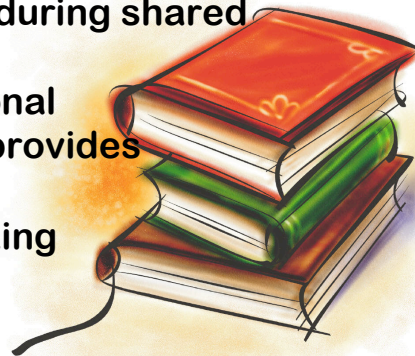
- Whole class instruction
- Time for introducing or reinforcing skills or strategies
  - Concepts of print; phonics skills
  - Fluency skills; vocabulary strategies
  - Comprehension strategies
- Teacher does the reading; can use challenging texts
- Teacher explains and models
- Students observe and interact with teacher support



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## Guided Reading

- Small group instruction in homogeneous groups
- Time for students to practice, with support, what they have learned during shared reading
- Student reads instructional level texts and teacher provides support as needed
- Rest of the class is working independently



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## Independent Literacy Activities

- Take place during guided reading
- Can include independent reading, word work, writing, partner reading, etc.
- Time to practice skills and strategies that have already been introduced

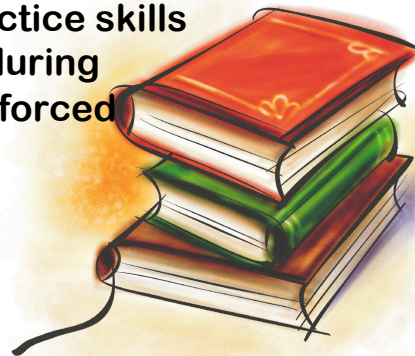


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## Independent Reading

- Students read independent level texts on their own, though teacher may conference with students during this time
- Time for students to practice skills and strategies learned during shared reading and reinforced during guided reading

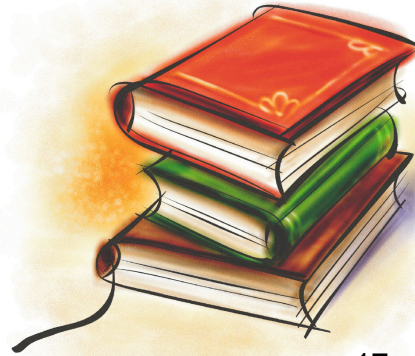


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## Word Work

- Phonemic awareness, phonics, vocabulary, spelling
- Can be learned in large group, small group, or in centers

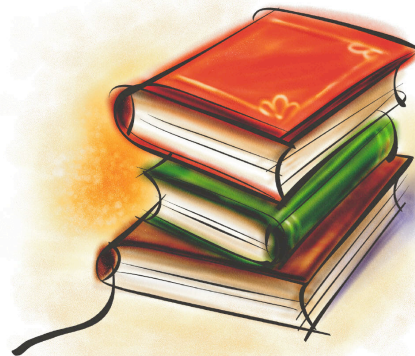


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## Writing

- Process writing and other kinds of writing
- Can also be whole group (mini-lessons), small group, and independent work.

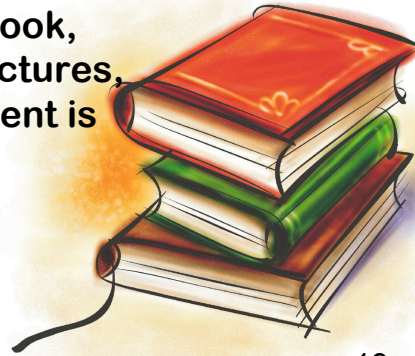


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## Read Aloud

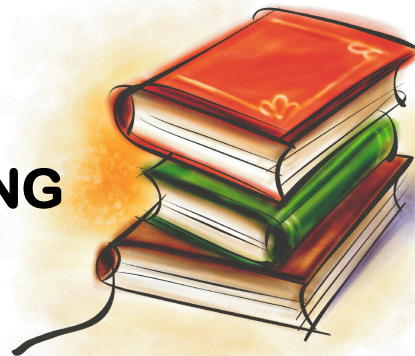
- Teacher reads while students listen.
- Goal is to encourage enjoyment of literature
- Learning occurs through exposure to vocabulary, talk about book, introduction to new structures, but enjoyment/engagement is the emphasis



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## SHARED READING

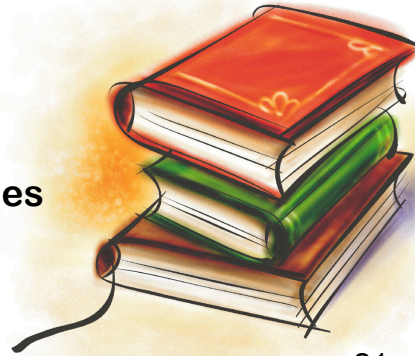


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## Shared Reading: Primary Grades

- Concepts of print
- Phonemic awareness concepts (rhyming, initial letter sounds, etc.)
- Phonics
- Fluency
- Vocabulary strategies
- Comprehension strategies

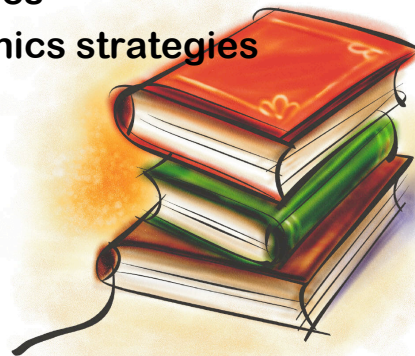


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## Shared Reading: Intermediate Grades

- Fluency
- Vocabulary strategies
- Comprehension strategies
- Might include some phonics strategies

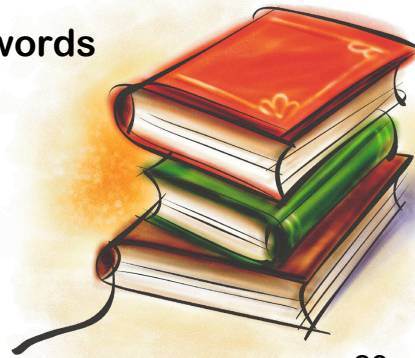


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## Shared Reading: Middle School

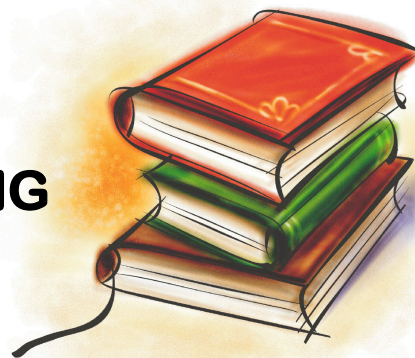
- Vocabulary strategies
- Comprehension strategies
- Possibly fluency
- Decoding multisyllabic words



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## GUIDED READING

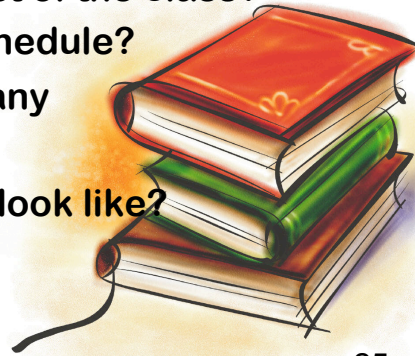


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## Common Questions about Guided Reading

- How do I group my students?
- Where do I get materials?
- What do I do with the rest of the class?
- How do I fit it into my schedule?
- How can I plan for so many different groups?
- What should my groups look like?

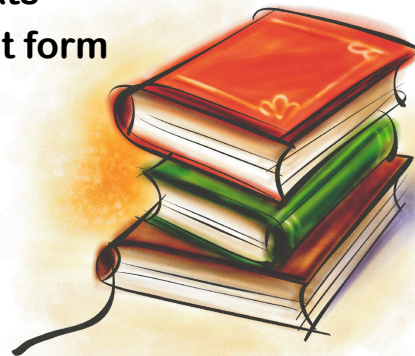


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## Guided Reading Basics

- Differentiation
- Individual teacher attention
- Just right instruction/texts
- Repeated and consistent form
- Flexible groups

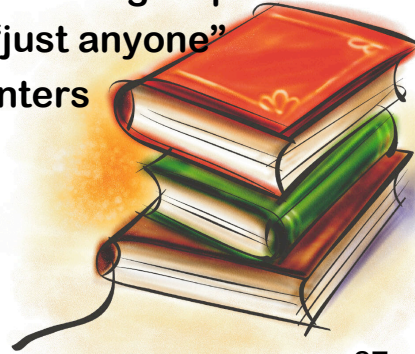


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## Guided reading is not:

- Round robin reading
- Designed for tracking
- A large group lesson in a small group form
- Something to be led by “just anyone”
- Necessarily linked to centers



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## Instructional structure

- Groups have 4-7 students
- Below grade level groups may be smaller (2-3 students)
- Groups meet 2-3 times per week
- Groups meet for 15-20 minutes

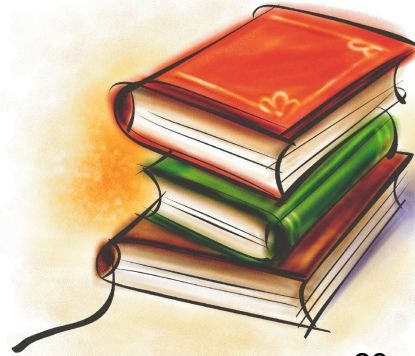


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## Determining Student Placement in Groups

- Fluency snapshots
- Running records
- Reading inventories
- Teacher observation

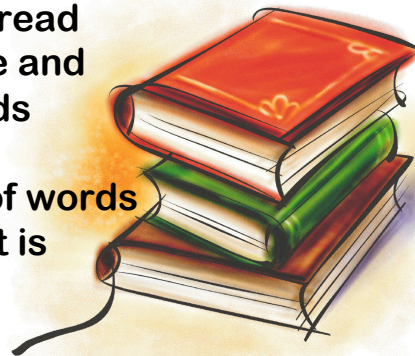


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## Fluency Snapshot

- Students read a grade level passage for one minute while we circle all the miscues they make.
- Count how many words read accurately in one minute and that is their WCPM (words correct per minute).
- Determine percentage of words read accurately and that is their accuracy rate.

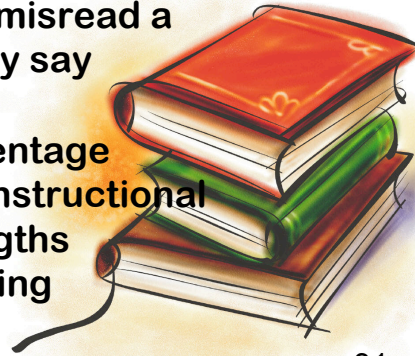


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## Running Record

- Students read a passage (not necessarily at grade level) that we think is close to their reading level.
- We note when students misread a word and write what they say instead.
- We can determine percentage accuracy, appropriate instructional level, and reading strengths and weaknesses, including comprehension.



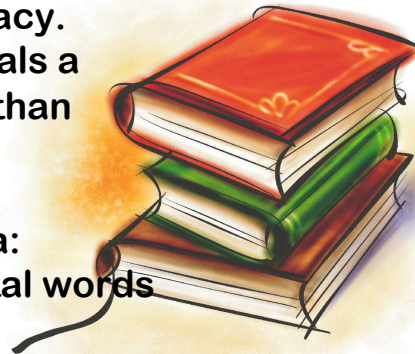
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## Different Reading Levels

- Independent level: Materials a student can read with 95-100% accuracy
- Instructional level: Materials a student can read with 90-95% accuracy.
- Frustration level: Materials a student reads with less than 90% accuracy.

Determined by the formula:  

$$\frac{\text{Words read accurately}}{\text{total words}}$$

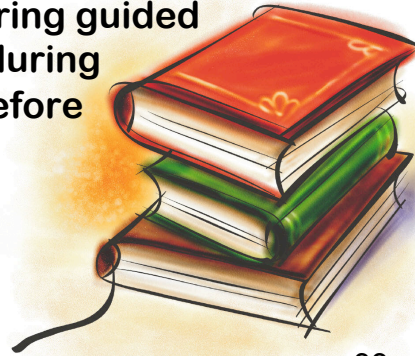


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## Streamlined Approach to Guided Reading

- Most critical aspect of guided reading is the time teachers spend listening to individual students
- Therefore, emphasis during guided reading should be the “during reading” time, not the before and after reading time.

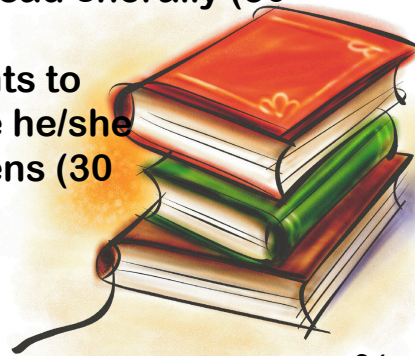


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## Simplified Guided Reading Structure

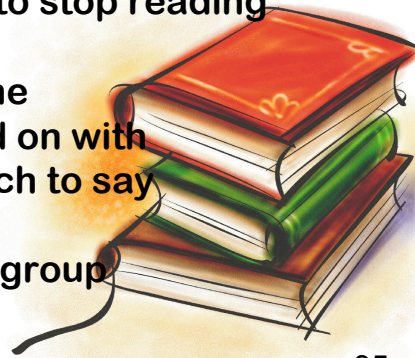
1. Brief introduction to book (30 seconds)
2. Teacher reads (30 seconds)
3. Students and teacher read chorally (30 seconds)
4. Teacher directs students to read on their own while he/she comes around and listens (30 seconds)



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5. Teacher circulates to each child listening to them read (2 minutes per child/ 5 children = 10 minutes).
7. Teacher asks children to stop reading (30 seconds).
7. Teacher summarizes the strategy he/she worked on with each child and asks each to say it back (5 minutes)
8. Teacher calls the next group and repeats 1-7.

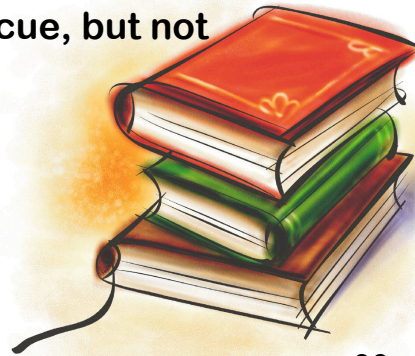


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## Teacher Support during Guided Reading (Primary Grades)

- Much of teacher support for emergent and beginning readers is for decoding
- “Sound it out” is typical cue, but not very helpful

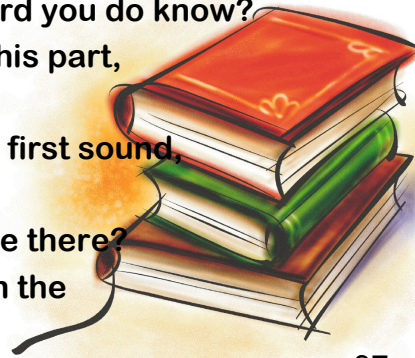


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## Teacher Cues for Decoding Support

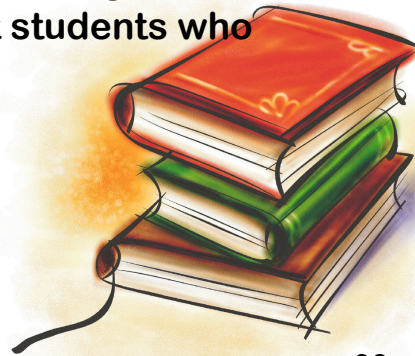
- Try again...this time take a running start.
- Do you see a little word inside that big word that you might know?
- Does this start/end like a word you do know?
- What happens if I cover up this part, what do you see then?
- Look at the picture, then the first sound, and see if you can guess.
- What word might make sense there?
- Does that look like a word on the word wall?



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## Teacher Support during Guided Reading (Grades 3-8)

- Much of teacher support for fluent readers is for comprehension and vocabulary.
- Still, intermediate and middle grade teachers will also have to support students who struggle to decode.

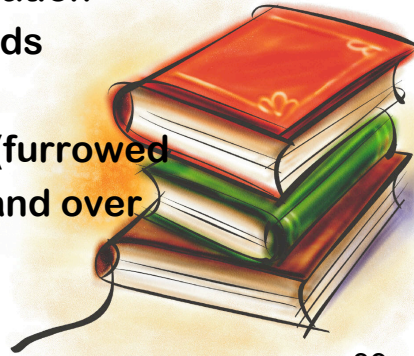


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# Clues that indicate comprehension breakdown

- Fast pace
- Monotone
- Reading through punctuation
- Mispronunciation of words
- Laborious, slow reading
- Student body language (furrowed brow, agitated affect, hand over mouth, etc.)



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# Questions to Determine Understanding

Fiction Texts	Informational Texts
What just happened?	What information is being discussed?
What do you predict will happen next? Why?	What did you just learn about (bats, Helen Keller, causes of the Civil War)?
What other stories are like this? In what ways?	What do you think the next section will cover?
Can you retell that passage?	Can you summarize the most important information?
That's a hard word. Do you know what it means?	Do you know what that word means?